



HARTWELL PRIMARY SCHOOL

Promoting Positive Behaviour Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

Date agreed: Autumn 2018

Review date: Autumn 2021

1. School Aims and Expectations

At Hartwell Primary School we have high expectation of everybody within our school community. We work positively together to promote our Christian Values – our guiding principles – which help to shape our decisions and actions, therefore guiding our behaviours and interactions with one another.

The Governors and staff recognise that our Christian School Values promote conscientious, positive behaviours and are committed to this through the following aims:

- providing a stimulating, caring and safe environment which encourages our children to become confident, to work hard within a supportive learning situation and to respond positively to challenge
- developing trust, self-discipline, friendship, good manners and mutual respect for each other and the environment
- delivering the whole curriculum in a way which ensures balance and breadth and prepares our children for their future
- structuring our teaching and learning styles to meet the needs of all our children
- showing that each and every child is valued and appreciated and teaching our children to respect and value others
- encouraging a respect for diversity, an appreciation of the differing cultures and beliefs of other peoples
- Preparing our children to function effectively and make a positive contribution to the communities they are involved in.

2. Ethos and Values

Our Christian School Values are:

H is for **honesty** every day

A is for **achievement** and aspiration in every way

R is for **respect** in what we do

T is for **trust** between me and you

W is for **well-being**, be confident in what you say

E is for **enthusiasm** at work and play

L is for **listening** with kindness and care

L is for **loving** God's world that we share

Through the positive promotion of our values, we aim for children to understand one another, appreciate the individuality within our school community and see the impact of the actions, both positive and negative.

Clear and consistent focus on these values (when discussing behaviour with pupils and in rewarding good behaviour and considering the consequences for poor behaviour) will help to ensure that children understand the affect their actions have on others. It is our values that guide staff and pupils in knowing that we are all responsible for our behaviour choices

and we must work collaboratively to foster and maintain positive relationships, and therefore high standards of behaviour.

Our values are our shared language for behaviour and relationships and we appreciate the partnership and support of parents and the wider family/care-givers in supporting children in managing their behaviours and relationships. We encourage our families to use our school values within the home context to build on and promote key messages children hear in school. With parents support, children are better prepared to be able to experience life in all its fullness.

3. **Opportunities within the Curriculum**

Our school curriculum, the range of teaching approaches and Collective Worship are used across the school to promote positive behaviour by giving children opportunities for:

- Developing a clear understanding of our Christian School Values to help guide children in their actions
- Taking responsibility for their own learning by making choices
- Collaborative and co-operative work to promote unity
- Discussion of personal, health and social aspects of life
- The chance to listen to the views of others and be listened to; including facilitation of restorative conversations when friendships/relationships have gone wrong or need support
- Reflection on both their learning and their behaviour

Teachers and Teaching Assistants ensure that the school environment is interesting and stimulating and provide learning opportunities which engage children, and encourage them to take responsibility in their own learning.

Circle time, PSHE reflection and Collective Worship are useful in providing a structured approach to exploring positive behaviour strategies for dealing with situations which arise in school and in the children's wider lives.

Through our School and Class Councils and pupil surveys our children have the opportunity to shape school rules and discuss the promotion of positive behaviour.

4. **Roles and Responsibilities**

All members of our school community have a responsibility for the promotion of positive behaviours and strong relationships.

4.1 **Governors and the Headteacher**

The Governing Body and the Headteacher hold ultimate responsibility for behaviour within the school, including the statutory safeguarding responsibilities set out in 'Keeping Children Safe in Education, 2018'.

The Governing Body hold the Headteacher to account to ensure that the Personal Development, Behaviour and Welfare of all pupils ensures that they are happy, feel safe and are able to achieve their full potential at Hartwell Primary School.

The Headteacher will lead and support staff, pupils and their parents in promoting positive behaviour to ensure a respectful and happy learning community; challenging poor behaviour of any form and ensuring the safety and well-being of all.

4.2 Senior Leaders

The Senior Leadership Team of the school are not only role models for promoting positive behaviour they, alongside the Headteacher, encourage, support and manage the staff team in delivering consistent behaviour management strategies and procedures across our school.

4.3 Staff

We believe that all adults within our school environment are important role models and as such have a duty to demonstrate the following:

- Model the Christian School Values in their interactions with one another, with pupil and with parents
- Set clear boundaries and expectations for positive behaviour within the classrooms
- Promote school expectations, specifically, the school values, class code of conduct and this policy
- Use praise and reward to reinforce expectation and promote positive behaviour
- Give clear warning when a child is not meeting these expectations, re-stating the expected behaviour
- Seek advice and guidance from colleagues in developing strategies for supporting children with the behavioural and wellbeing needs
- Discuss with parents specific behaviour concerns and incidents
- Use CPOMs to record more serious incidents of negative/challenging behaviour and any interaction with parents relating to a child's behaviour

4.4 Children

Children are the key role models for their peers in demonstrating our school values. Children's responsibilities for positive behaviour and a happy, learning community are:

- Knowing that they will be treated fairly and listened to by any adult in the school
- Listen to others
- Always speak honestly about their actions and reflect upon how any negative behaviour affect others
- Celebrate their own successes and the successes of others
- Be respectful at times of reflection or prayer
- Work to restore relationships when they have been damaged by poor behaviour choices (whatever their role in the situation)
- Being a role model for our Christian School Values
- Understand and accept the school's rewards and consequences

4.5 Parents

High standards can only be maintained by children, parents, staff and governors working together. Parents are therefore encouraged to work with us on communicating consistent expectations to their children.

We value opportunities for parents and staff to discuss any issues or problems a child may be experiencing in order to support them through difficult times.

Parents are asked to sign and support our home/school agreement within which sets out expectation of behaviour. All parents also have access to this policy via the school website (paper copies will be handed to parents upon request)

4.6 Volunteers, Providers and Contractors in Our School

All volunteers, providers and contractors in our school are expected to uphold the principles of this policy and to our Safeguarding policy. If behaviour (positive or negative) needs reporting the first port of call is to the class teacher. If it is of a safeguarding nature it must be to one of the three DSLs in school – see Safeguarding leaflet for visitors and volunteers or posters around school.

5. Routines and Classroom Organisation

The physical environment can influence children's behaviour both positively and negatively. We aim to provide an environment which feels safe and welcoming for all children and the school community. Our classrooms are stimulating and well organised, celebrating children's high quality learning and promoting high quality learning and positive attitudes and behaviours.

Effective teaching strategies and good classroom organisation are essential for maintaining positive learning behaviour.

- Children are encouraged and rewarded for their positive contributions.
- Children are encouraged and rewarded for demonstrating our Christian School Values in their daily lives
- Each day begins with 'Morning Routines' where children are welcomed into the class, given instruction of what is happening that day and expected to begin their learning with 'Morning Work'
- Teachers establish routines for such things as handing out resources and moving around school
- Classrooms are tidy and well organised with equipment clearly labelled and accessible
- Furniture is arranged to enable ease of movement and access to resources
- Children know what is expected of them during lessons and what to do if they need support or have finished what is expected of them

Our staff work hard to ensure that children have exciting play opportunities. Children are encouraged to take responsibility for organising games and resources to support their play. Supervision in the outdoor areas is in place to ensure that children are safe, effectively cared for and are managed positively at breaks and lunch times.

The School Council contributes to decisions regarding: the environment, helping shape rules and routines and selecting new play equipment and opportunities.

6. **Rewards and Consequences**

We firmly believe that our rewards and consequences will only be effective if:

- There is consistency and fairness amongst all staff in administering them
- Negative experiences are supported in a constructive manner, therefore becoming positive learning experiences.
- Flexibility is built into the system to support children with differing needs.
- The child has a voice and understands why they have behaved incorrectly.
- Parents are involved, as appropriate, and are supportive to the child and the school including celebrating changed behaviours.

Positive behaviour is recognised and rewarded at every opportunity and a structured series of consequences are in place. These are communicated openly and applied consistently in order to encourage children to take responsibility for their actions.

6.1 **Rewards**

Our behaviour management strategy is built upon the intrinsic belief that all children have an inherent desire to please. Rewards are therefore an integral and essential part of every day life in school and are given in a huge variety of ways. These include:

- Smiles from adults and peers
- Verbal and written feedback from adults
- Visits to other teachers/Headteacher
- Positive Praise Stickers
- Comments in children's books
- Head teacher's awards
- Effort marks in KS1
- Credits and Merit Awards in Key Stage 2
- Privileges
- Award of the Day in every classroom
- Star of the week awards
- Values tokens
- Letter of Praise to parents
- Phone call or face to face conversation with parents to share an exceptional piece of work
- Passing on compliments from others

This list is not an exhaustive, nor a hierarchical list and it does not prevent teachers having individual reward systems in class, e.g. 'beads in a jar', nor does it prevent children on a specific Behaviour Support Plan (BSP) having individually tailored rewards such as 'Lego time' for achieving a behaviour target.

6.2 Consequences

Consequences are made overt to the children and warnings given when inappropriate behaviour occurs. This allows the child time to contemplate and amend his/her behaviour and make positive changes before other consequences happen. Following any 'wrong choice' of behaviour where a relationship has been damaged restorative work will be carried out to support all involved.

The consequences below are to be worked through sequentially, unless the incident is deemed so severe by the Headteacher or Deputy Headteacher and immediate 'higher order consequence' is appropriate. In most circumstance the following should be applied in order:

- A **warning** is given: this allows the child time to reflect upon and rectify their behaviour
- If the behaviour is repeated within the same day (or child is receiving the same warning most days over a period of time): **loss of playtime** – the length of time lost will depend on the severity of the incident and the age of the child
- If the child has another incident of poor behaviour within a short space of time: again **loss of playtime and the following playtime must be spent shadowing an adult** to show that the behaviour has been corrected.
- If the child repeats the poor behaviour choice for a third time they will then spend a **week on report**. The teacher is to manage this with advice from a member of the Senior Leadership Team. At the end of that week, either the Headteacher or the Deputy Headteacher will either praise the child for changing/improving their behaviour or direct a **Behaviour Support Plan** to be put in place for the child
- As a last resort, a child may need to be **excluded**, this could be a lunchtime exclusion if the negative behaviours specifically relate to play times and lunch times. This exclusion could be internal, fixed term or permanent.

See Appendix B for poster version of Rewards and Consequences

We believe parent involvement in all matters of a child's school life is crucial, this includes matter of behaviour. Within the rewards, there are clear opportunities for staff to contact parents to celebrate children's successes, academic and as a positive role model for behaviour and conduct.

When things are going wrong with behaviour it is just as important for the school staff and parents to work together to support the child, challenge the negative behaviours and celebrate the successes when positive progress is made.

6.3 The Class Teacher must contact Parents when:

Any of the following incidents occur:

- Swearing
- Physical altercation (instigator, participant or victim)
- Stealing
- Deliberate damage of property
- Bullying behaviours
- Online safety incidents
- Child is put on report/moving to BSP

6.4 Exclusions

Internal exclusions: In some circumstances it may be necessary to isolate a child from other pupils or a fixed period. In rare circumstances, when a child has exhibited extremely challenging behaviour, it may be appropriate for that child to undergo an internal exclusion, whereby they will be expected to work in isolation from their peers, including play and lunch times.

Fixed Term exclusions: In extreme circumstances a decision may be made to exclude a child from school. A fixed term exclusion is only used in extreme cases where a child's behaviour has put their own safety at risk, or in cases where a child has behaved very violently towards others. Only the Headteacher has the authority to apply a fixed term exclusion and under this circumstance will inform parents of the exclusion in writing and make the parents aware of their right to make representations to the Governing Body and the LA. Parents of an excluded child will be expected to attend a reintegration meeting before the child returns to school.

Permanent exclusions: The Headteacher can exclude a child from school permanently if it is in his/her judgement the pupil's return to school would seriously prejudice the education of the other pupils or would place the safety of pupils and/or staff at risk. As in the case of a fixed term exclusion, the parents will be informed in writing and advised of their right to make representations to the Governing Body.

6.5 Recording of Behaviour Incidents on CPOMs

- All incidents must be recorded as soon as possible and at least before the start of the next working day, remembering to share the incident with relevant members of staff. It is recognised that some staff will not receive CPOMs notifications as readily as others, therefore should a member of staff (e.g. PPA cover, break cover staff) need to look at a CPOMs entry their name will be displayed on the board in the staffroom indicating that they should use the 'CPOMs' laptop to check the information
- Records must be factual and not include emotive accounts or anecdotal accounts
- Any related documents must be scanned and attached to the account
- Any discussion with parents/carers/outside agencies regarding the incident should also be recorded.

7. Equality

At all times all children are treated fairly and equally. We will ensure that there is no ethnic, disability or gender bias in our policy or in the way we deal with rewards and consequences. All actions will be in compliance with the school's Equality Policy.

8. Children with Specific Behavioural Needs and/or SEND

Children who are unable to work within the parameters of the school's behaviour management policy will have specific, individual behaviour support plans (BSP); this will also include information about absconding and a fire plan for absconders.

We recognise for some children with SEND, as part of our equalities duty, some children will be unable to work within the parameters of the school behaviour policy and their for they may also need a BSP to best meet their individual needs whilst still setting high expectations for behaviour and conduct.

9. **Staff Support and Training**

Staff training for behaviour management takes place regularly through staff meetings and team meetings and also through externally provided training courses for individual staff members, as appropriate.

10. **The Use of 'Reasonable Force'**

The use of physical intervention from a member of staff with a child should always be avoided, but in specific circumstances may be necessary. A child may need physical restraint if there is danger of the child hurting themselves, others or damaging the physical and/or the psychological environment. Physical intervention is only used as a last resort when all other behaviour management strategies have failed and the child is presenting immediate danger.

If a member of staff has had to physically intervene/restrain a child, it must be immediately reported to the Headteacher and the incident recorded in the 'Bound and Numbered Book' and that page also scanned onto CPOMs.

With any incident of physical intervention, parents will be notified and both child and staff member will separately be offered an opportunity to debrief and reflect.

The practices detailed in this section her are in compliance with 'Use of Reasonable Force in Schools, DfE, July 2013'

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

11. **Complaints Procedure**

If a parent/carer is unhappy with how an incident has been dealt with by the school, and has already contacted the Headteacher, the matter is to be dealt with in accordance with the Complaints Policy.

12. **Monitoring and Evaluation**

Behaviour of pupils is regularly discussed at team meetings and any concerns are brought to the Senior Leadership Team (in most cases via CPOMs, in the first instance).

Questionnaires for children, staff and parents include questions regarding behaviour and safety in the school. Governors review behaviour through Head teacher's Reports and by monitoring visits.

Appendices

- A. Christian School Values
- B. Rewards and Consequence Poster
- C. Staff 'Ready Reference' guide to Expectations and Procedures

Our School Values

H is for honesty every day

“Better to be poor and honest than rich and dishonest”, Proverbs 28 v 6

A for achievement and aspiration in every way

“A person will reap exactly what he sows”, Galations 6 v 7

R is respect in what we do

“Respect everyone – love your fellow believers”, 1 Peter 2 v 17

T is for trust between me and you

“Trust in the Lord – he helps and protects you”, Psalm 117 v 9

W is for well-being, be confident in what you say

“A peaceful heart leads to a healthy body”, Proverbs 14:30

E is enthusiasm at work and play

“Whatever you do work at it with all your heart”, Colossians 3 v 23

L is for listening with kindness and care

“Listen and understand”, Matthew 15 v 10

L is for loving God’s world which we share

“Love conquers all”, Proverbs 10 v 12

‘Believe, Aspire, Grow’

Rewards & *Consequences*

Poster to be developed with the School Council and Digital Leaders

Appendix C

Staff Guide to Behaviour Expectations and Procedures

This document is designed as a 'ready reference' to support the implementation of our Promoting Positive Behaviour Policy.

Expectation of Staff as Role Models:

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